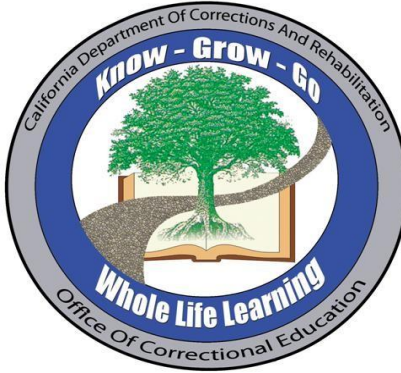


DEPARTMENT OF CORRECTIONS AND REHABILITATION

OFFICE OF AUDITS AND COMPLIANCE

EDUCATIONAL COMPLIANCE BRANCH



COMPLIANCE REVIEW FINDINGS

Richard J. Donovan Correctional Facility

September 29 through October 3, 2008

ADMINISTRATION

G. Lynn Hada

ACADEMIC EDUCATION

Beverly Penland, Raul Romero, Mark Lechich

VOCATIONAL EDUCATION

Beverly Penland

LIBRARY

Pat Osbey

FEDERAL SUPPLEMENTARY PROGRAMS

Gary Sutherland

Mark Lechich

Tom Posey

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

No.	INSTITUTION: Richard J. Donovan Correctional Facility at Rock Mountain (RJD) DATE: September 29-October 3, 2008 COMPLIANCE TEAM: G. Lynn Hada	Yes/No or NA	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Allotments/Operating Expenses:</div> <ul style="list-style-type: none"> Does the Principal maintain a budget tracking system to monitor the school departments' complete budget? Is there an annual spending plan to determine sub-allotments to programs, expenditures and their balance? 	No	No tracking or spending plan was available in the Principal's office.
2.	Based upon current policy (amount of budget allotted) does it appear that a viable spending plan is in place in order for allocated funds to be fully utilized by year end?	No	There is no spending plan available.
3.	Are funds allocated by Office of Correctional Education available and spent within program areas?	Yes	
4.	Are funds tracked by funding source? General Fund, special Budget Change Proposal funding, Federal and State Grant Programs allocated by Office of Correctional Education?	No	There are inadequate records available. A file of purchase orders and California Department of Corrections and Rehabilitation (CDCR) Form 954 documents were available.
5.	Are allocated funds for the Bridging Education Programs, including Arts In Corrections (AIC), used to provide program services to inmates?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

6.	Are law library purchases funded by the institution's general budget?	Yes	<p>This item is no longer applicable to the institution. It has been moved to a higher level. The following statement indicates that Office of Correctional Education is attempting to get the Law Library designated funds moved to Program 45 and the CDCR Agency Secretary has been briefed on the problem. The Office of Correctional Education Superintendent on July 3, 2008, provided the following written statement and Budget Change Letter #3 spreadsheet via an email; <i>"Here is the distribution to the field of funding for both 06/07 and 07/08 Gilmore collection. We have already processed the 08/09 purchases out of our office and they are currently in Procurement. As the 08/09 budget has not been signed we don't have initial 08/09 allotment to the field. The funding in this BC3 is from Program 45 —not the institution Program 25 funds. The Financial Information Memorandum permanently moving Library to education in 2006 is still valid. Due to lack of designated funds we're flagged this to Office of Attorney General and Office of Court Compliance. Furthermore we've briefed Matt Cate and have written a proposal for the funding."</i></p>
7.	Is the school following the Education Hiring Steps and Responsibilities memo and matrix dated July 13, 2006 instructions when filling vacancies?	Yes	
8.	Are the Education Monthly Report and the Education Daily Report accurate and being completed and submitted on a timely basis?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

9.	Has adequate space and equipment been provided for staff to perform the required duties of the Reception Center/Bridging Education Program, Arts In Corrections program and the Television Specialist?	Yes	
10.	<div style="border: 1px solid black; padding: 2px;">Credentials:</div> Are all instructional and supervisory staff credentialed appropriately within subject matter area where they are assigned?	Yes	
11.	Does the assigned bridging staff hold appropriate credentials and/or placed in the appropriate Re-Entry classification?	Yes	
12.	<div style="border: 1px solid black; padding: 2px;">Duty Statements:</div> Are 100% of the staff duty statements on file and applicable to current position?	No	Not all duty statements conformed to Office of Correctional Education policies and not all were applicable to teacher's current positions.
13.	<div style="border: 1px solid black; padding: 2px;">Operational Procedures:</div> Does the institution have an Operational Procedure that addresses the legislative mandates of the Bridging Education Program?	Yes	Although the Operational Procedure references Department Operations Manual Chapter 5 rather than the correct Chapter 10. This revision of the Department Operations Manual was completed in April 2007. The Operational Procedure was been revised in July 2008.
14.	<ul style="list-style-type: none"> Does the institution have an Operational Procedure for the Education Program? Does it use Department Operation Manual Chapter 10 as an inclusion? 	No	The current Education Operational Procedure was revised in February 2008 but does not make any reference to the Department Operations Manual.
15.	<div style="border: 1px solid black; padding: 2px;">Staff Assignments:</div> Does the Principal maintain a current and complete list of all authorized positions and their status?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

16.	Are all staff appropriately working and/or assigned within the education program?	No	Some staff are in incorrect position numbers for their current assignments. Also there are two teachers coordinating almost entirely college programs contrary to Office of Correctional Education policy and general funding for Adult Basic Education requirements. While it is understood that college programs are a beneficial and sequential part of the education process, no funds for staff or college materials are included in the general funds by CDCR. It is recommended that the Office of Correctional Education and the Warden support and encourage the funding of Post-Secondary Coordinator positions for each institution to handle distance college and trade school participation. There are also several teachers assigned to handle the education testing process that are not identified by the Office of Correctional Education as approved positions for that specific purpose. It is recommended that the RJD Education Department and the Warden work with the Office of Correctional Education to clarify these assignments.
17.	Do all staff within the education program report to, and are under the Principal's supervision?	Yes	
18.	Is the Bridging Education Program Reception Center/General Population/Arts In Corrections fully staffed with supervisory, instructional and ancillary personnel?	No	There are three Bridging Education Programs that are closed.
19.	Are Re-Entry Program instructors, class code 7581, assigned only to the Bridging Education Program (BEP)?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

20.	When Bridging Education Program vacancy occurs, is it immediately reclassified to class code 2290 Teacher, High School, General Education?	Yes	
21.	Has the Artist Facilitator been officially assigned to the Education Department?	Yes	
22.	Is there a system in place that is being utilized to ensure the tracking of inmates and their completed assignments during their transition from the Reception Center to the General Population Institution?	Yes	
23.	Has an individual been designated to be responsible for trouble-shooting the equipment and contacting Transforming Lives Network for needed support?	No	There is no electronic technician assigned to this responsibility.
24.	When there is a modified program, class closure, etc., is a plan in place to continue to deliver education services and other required educational activities and is the plan always implemented?	No	A good plan is in place but it is not always implemented.
25.	Is the Assessment Office Assistant (OA) performing duties delineated in the Assessment OA duty statement?	Yes	
26.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Alternative Education Delivery Model:</div> Is an approved Alternative Education Delivery Model Operational Procedure in place?	No	The Operational Procedure was last revised more than two years ago, February 2006.
27.	Are all of the Alternative Education Delivery Models being locally implemented at the institution in agreement with the California Correctional Peace Officers Association agreement and the institutional Operational Procedure per the Suzan Hubbard memo dated May 5, 2005?	Yes	This agreement was amended, signed and approved by the Warden and the Office of Correctional Education Superintendent on May 26, 2006.
28.	Are all Alternative Education Delivery Model positions filled?	Yes	
29.	Do all Alternative Education Delivery Model faculties have the approved Alternative Education Delivery Model Duty Statement with required signatures?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

30.	Are Alternative Education Delivery Model inmate enrollments/assignments being made based on eligibility criteria of the enrollments/assignment as defined in the course descriptions and guidelines?	Yes	
31.	<ul style="list-style-type: none"> Are all Alternative Education Delivery Model Programs operating as full-time programs that meet the program-wide quotas? Are all approved Alternative Education Delivery Model faculty schedules posted? 	Yes	
32.	<div style="border: 1px solid black; padding: 2px;">Gender Responsive Strategies:</div> <p>Has all education staff received Gender Responsive Strategies training provided by the Female Offender Programs (FOP) institutional administration?</p>	N/A	
33.	Are female inmates' vocational assignments being made based on the eligibility criteria of the vocational assignment as defined in the course descriptions and vocational guidelines?	N/A	
34.	<div style="border: 1px solid black; padding: 2px;">Certificates of Completion or Achievement:</div> <ul style="list-style-type: none"> Are Certificates of Vocational or Academic Completion being issued to those students earning them and recorded on a tracking system? Are Certificates of Achievement issued to those students who exit the program before the Certification of Completion is earned? 	No	No Certificates of Achievements are issued following Office of Correctional Education policies.
35.	<div style="border: 1px solid black; padding: 2px;">Executive/Supervisory Assignments:</div> <p>Are documented staff meetings held regularly by Principal, Academic Vice-Principal, and Vocational Vice-Principal? (monthly or more)</p>	Yes	
36.	Is the Principal a member of the Warden's Executive Staff?	Yes	
37.	Does all supervisory staff conduct and record classroom visitations and observations on a quarterly basis?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

38.	<ul style="list-style-type: none"> Does the Academic Vice-Principal/Vocational Vice-Principal provide documented In-Service-Training and On-the-Job-Training? Are all probationary and annual performance evaluations currently due completed? 	No	Some annual performance evaluations are out-of-date, especially those of supervisors.
39.	Are supervisors documenting contact with staff and inmates involved in the bridging program?	Yes	
40.	Are Transforming Lives Network quarterly reports being submitted to Office of Correctional Education by the due dates of Oct. 10, January 10, April 10 and July 10?	N/A	There are no enrollments in the Transforming Lives Network programs.
41.	<div style="border: 1px solid black; padding: 2px;">Test of Adult Basic Education:</div> <ul style="list-style-type: none"> Is the Principal trouble shooting Test of Adult Basic Education score losses identified on the School Program Assessment Report Card? Is the principal implementing remedial changes to improve the scores? 	Yes	
42.	Is there a 4.0 reading level report generated and distributed to appropriate staff?	Yes	
43.	Is a list of inmates who have a verified Learning Disability generated and distributed to appropriate staff?	Yes	
44.	<div style="border: 1px solid black; padding: 2px;">Accreditation:</div> <p>Has the education program been accredited by Western Association of Schools and Colleges, or has the application for accreditation been submitted to Western Association of Schools and Colleges?</p>	Yes	
45.	<ul style="list-style-type: none"> Is there a continuing Western Association of Schools and Colleges process being followed by the school with the action plans being actively addressed in a timely manner? Is there a leadership team in place and do minutes substantiate regular meetings? 	No	There are no Leadership Team minutes available for any meetings since the last Western Association of Schools and Colleges Visiting Committee report.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

46.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Inmate Enrollment/Attendance:</div> <p>Do Academic, Vocational, Bridging Education Program, Enhanced Outpatient Program and Alternative Education Delivery Model enrollments meet the required program quotas (15:1, 27:1, 54:1, 120:1)?</p>	No	No traditional academic class meets the quota per the last Education Monthly Report. Most Bridging Education Program classes are not filled. All vocational classes are under quota.
47.	Has the Institution developed an eligibility list for assigning inmates to the Bridging Education Program?	Yes	
48.	Does the Principal maintain a copy of the current inmate assignment waiting list?	Yes	
49.	Is education staff attending Institution Classification Committee (ICC) meetings for input into the placement of inmates into education programs?	Yes	
50.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Bridging Program:</div> <p>Has the teaching staff met with each inmate upon assignment to the Bridging Education Program?</p>	Yes	
51.	Are all Bridging Education Program eligible inmates receiving an education orientation packet upon arrival to the housing unit?	No	Packets have not been given to inmates for some time. Packet distribution was restarted on October 2, 2008.
52.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Transforming Lives Network:</div> <p>Has the Transforming Lives Network satellite dish been installed and operational?</p>	No	The Transforming Lives Network satellite dish is only sporadically operational.
53.	Is the Literacy Coordinator (Academic Vice-Principal) designated as the Transforming Lives Network Coordinator?	No	There is no person designated as the Transforming Lives Network Coordinator.
54.	Do the number of inmates being enrolled and the number completing Transforming Lives Network courses agree with the numbers reported to Office of Correctional Education?	N/A	
55.	Has Transforming Lives Network enrollment and completion data been tracked?	N/A	There are no inmates enrolled in Transforming Lives Network programs.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

56.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">GED Testing/High School Credit:</div> <ul style="list-style-type: none"> • Is there a High School credit program and General Educational Development (GED) Testing program that follows Office of Correctional Education and State requirements? • Are High School Diplomas and GED Equivalency Certificates issued to qualified inmates? 	Yes	
57.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Inmate Education Advisory Committee:</div> <p>Is there an Inmate Education Advisory Committee established with regularly scheduled monthly meetings?</p>	No	Regularly scheduled monthly meeting minutes were not available.
58.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Education Files</div> <ul style="list-style-type: none"> • Do all of the quarterly CDCR Form 128E and Form 154 (and/or other official student school transcripts) reports contain current and appropriate information that includes credits earned, course completions, etc.? • Does the appropriate instructional staff sign all of the above reports? (Supervisory staff when instructional staff is not available.) • Does supervisory staff (Academic Vice-Principal/Vocational Vice-Principal) review these reports? 	No	Not all CDCR Form 154 cards were correctly completed.
59.	<ul style="list-style-type: none"> • Are Education Files with a copy of the Record of Inmate Achievement (CDCR Form 154) transferred to Central Records when a student leaves education, transfers or paroles? • Is there a copy of the Record of Inmate Achievement (CDCR Form 154 or High School Transcript) kept in the Education Office files in perpetuity? • Are Education Files prepared for all assigned inmates? • Are Bridging Education Program Education Files prepared for all assigned bridging students in the Reception Center and are they then transferred to the General Population receiving institution? 	No	There is no copy of the CDCR Form 154 cards kept on file.
60.	If there are any contracted, Office of Correctional Education sponsored or special programs operating at the institution, have the teachers assigned to these programs received special/related training?	N/A	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

61.	Literacy: Are literacy programs available to at least 60% of the eligible prison population?	No	Per the Education Monthly Report for September 2008 only 12 percent of the eligible prison population has literacy programs available to them.
62.	Is there an active Site Literacy Committee that meets and documents quarterly meetings, and is it coordinated by the Principal or an Academic Vice-Principal?	Yes	
63.	Does the Site Literacy Committee discuss the Bridging Education Program as part of its quarterly meetings?	Yes	
64.	Is the institution utilizing at least two alternate resources to implement literacy services for inmates?	No	There is only one alternate resource utilized.
65.	Is there an established procedure for placing students into any existing Learning Literacy (LLL) lab? (a federally or non-federally funded Computer Aided Instruction /Plato/Computer Lab)	No	The Literacy Learning Lab is a completely voluntary program.
66.	Developmental Disability Program and Disability Placement Program: If this is a Developmental Disability Program and/or a Disability Placement Program site, does the principal have the required documentation that demonstrates adherence to the Court Remedial Plans and CDCR/Office of Correctional Education policies?	N/A	
67.	ESTELLE/Behavior Modification Programs: Is documentation available regarding the original operational intent/concept of the Estelle/Behavior Modification Unit Program and are there actual implementations of the program/programs?	N/A	
68.	Is there an Estelle/Behavior Modification Unit Program monitoring and tracking process in place to record to record student progress through achievement/progress, data collection, instructional methods, and curriculum?	N/A	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

69.	Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) – Risk and Needs Assessment: Is there an approved COMPAS Risk and Needs Assessment Operational Procedure (OP)?	Yes	
70.	Are all Recidivism and Reduction Strategy (RRS) Assessment positions filled (part of Correctional Offender Management Profiling for Alternative Sanctions)?	Yes	
71.	Are all other designated assessment positions filled? Is there a designated supervisor over the COMPAS Risk and Needs Assessment Program?	Yes	
72.	Do all designated assessment staff have an individual COMPAS log-on code? Is the security of the code maintained?	Yes	
73.	Does the assessment staff maintain appropriate security of laptop and/or stand-alone computers utilized for the COMPAS Risk and Needs Assessment Program?	Yes	The laptops were required to be sent back to HQ.
74.	Recidivism Reduction Strategies: <ul style="list-style-type: none"> Is there a Recidivism Reduction Strategies expenditure tracking log maintained by the Principal for the purposes of identifying equipment or materials purchase or provided to the institution for assessments as identified in the Recidivism Reduction Strategies Budget Change Proposal (BCP)? Are inventories of Recidivism Reduction Strategies equipment maintained and current? 	No	No inventory is maintained.
75.	Recidivism Reduction Strategies Enhanced Outpatient Program: Are all Enhanced Outpatient Program staff hired and in place?	Yes	
76.	Does the Principal (via the Academic Vice-Principal) supervise the Enhanced Outpatient Program Teacher(s) in accordance with CDCR policy?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

77.	Have the Enhanced Outpatient Program Teacher(s) received training in performing the required duties as described in the Enhanced Outpatient Program Duty Statement?	No	No training has been provided to date. Statewide mandatory training will be provided soon since funding has just been received.
78.	<div style="border: 1px solid black; padding: 2px;">Multi-Agency Re-entry Program (SB 618):</div> Has the institution interviewed and hired for the Prison Case Manager positions as members of the Multi-Disciplinary team?	Yes	
79.	Are the four vocational programs referenced in Senate Bill 618 in place at the institution?	Yes	
80.	Has a documentation process been established to monitor inmate contact time as well as inmate growth and completion of program?	Yes	
81.	<div style="border: 1px solid black; padding: 2px;">Vocational-Recidivism Reduction Strategies</div> Are all original vocational Recidivism Reduction Strategies (RRS) teacher positions filled and are all classrooms operating?	N/A	
82.	Are all Recidivism Reduction Strategies vocational classes at full enrollment?	N/A	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

NO.	INSTITUTION: RJD DATE: September 29-October 3, 2008 COMPLIANCE TEAM: Beverly Penland, Raul Romero, Mark Lechich	Yes/No or N/A	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px;">Student Job Descriptions:</div> <p>Are all of the inmate students' job descriptions accurate, complete, signed, and available?</p>	Yes	
2.	<div style="border: 1px solid black; padding: 2px;">Student Records/Achievements:</div> <p>Do all the of classroom files reflect Test of Adult Basic Education scores that are being administered according to the quarterly testing matrix and that are not over six months old for students under the CDCR Literacy Plan criteria and Office of Correctional Education Test of Adult Basic Education testing requirements?</p>	Yes	The files reviewed have current test scores. However, some teachers reported that there are times that some students are not tested within the required ten days due to lockdowns as well as inability to get testing materials to their area.
3.	Are all of the CDCR Form 128E chronological reports, classroom records and timekeeping documents, current, accurate, and secure?	Yes	
4.	Is 100% of the CDCR curriculum recording system in-use, accurate, and current?	Yes	The curriculum recording was evident in the student files. However, teachers should be monitored by Vice-Principals to ensure that the recording is done as soon as a student completes an assignment.
5.	Do 100% of the Permanent Class Record Cards (CDCR Form 151) reflect the minimum student contact time of 6.5 hours x-time or 8.5 hours of x-time for 4-10 programs for traditional classes?	Yes	Teachers indicated that students must arrive within 15 minutes of start time to avoid the recording of Security Time on student timekeeping documents.
6.	Are Certificates of Completion or Achievement being issued to those students earning them?	No	Certificates of Achievement as described and designated by the Office of Correctional Education policy have not been issued. The Office of Correctional Education memo detailing requirements for certificates of completion and certificates of achievement will be distributed to all teachers.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

7.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Instructional Expectations:</div> <p>Do all of the academic education classes have lesson plans that agree with the CDCR approved curriculum?</p>	Yes	
8.	<p>Are the required and/or elective credits in the academic subject being taught issued to inmates and recorded on the transcript?</p>	No	<p>Efforts at the Office of Correctional Education as well as the local level are still underway to address the credits as well as transcript issues.</p>
9.	<p>Do all of the academic education classes have course outlines that agree with the CDCR approved curriculum?</p>	Yes	<p>Some of the teachers are not providing copies of the course outline (syllabus) to students. It is recommended that education supervisors ensure that all students receive the course outline so that students know what is expected of them within each of the academic and vocational classrooms.</p>
10.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Bridging Education Program Instructional Expectations:</div> <p>Is each teacher utilizing the established curriculum for Bridging Education Program and does each teacher have a copy of the curriculum?</p>	Yes	
11.	<p>Are the Test of Adult Basic Education and Comprehensive Adult Student Assessment System being Administered to Bridging Students? Are other assessments being used to assess the inmate job skills?</p>	No	<p>All the bridging teachers had the vast majority of test scores for the Test of Adult Basic Education with only a few students without a test score. Some teachers indicated they would request the student to be tested by one of the testing teachers. It was recommended that if there was a reason there was no test score or a delay in testing to note it on the student's documentation. The Comprehensive Adult Student Assessment System is administered to the students.</p>

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

12.	Does the Bridging Education Program teacher utilize the proper Permanent Class Record Card (CDCR Form 151) and is it up to date and accurate?	Yes	
13.	Has the Bridging Education Program teacher developed a written weekly schedule to include student programs and contacts?	Yes	All the teachers have a schedule which is adjusted to external issues daily. They received a daily report of the areas that are closed and an update of bed moves. They are able to make contact more efficiently knowing what areas are unavailable and where their student is housed.
14.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Test of Adult Basic Education Testing Coordinator:</div> Are gain/loss reports (School Progress Assessment Report Card) and the Test of Adult Basic Education sub-test reports reviewed/shared with the education supervisors?	Yes	The Testing Coordinator receives a copy of the School Progress Assessment Report Card from the Office of Correctional Education via the intranet share drive. The report is then shared with the Principal and the supervisors.
15.	Do the Test of Adult Basic Education Coordinator and at least two others have access to a CDCR email address and user account?	Yes	The Testing Coordinator has access via personnel within the education office who have intranet access and user accounts. The Testing Coordinator is notified when an update has been send and then retrieves a copy for the computer at the testing location.
16.	Does the Test of Adult Basic Education Coordinator have the most recent Test of Adult Basic Education database (within a week)?	Yes	The recent update of the test scores database was in the process of being up-loaded to the computer at the testing location.
17.	Are Test of Adult Basic Education testing protocols signed by current staff?	No	No one was able to locate a signed copy of the testing protocols.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

18.	Are the Test of Adult Basic Education testing materials secured in a locked cabinet (mandatory standards)?	No	All the test material located at the main testing location was secured according to the mandatory testing standards. However, there are test materials located in satellite areas but there was no approval from the Office of Correctional Education for an exemption from the mandatory standards. They have a checkout system for test books at all locations along with an inventory.
19.	Is a master inventory of Test of Adult Basic Education test booklets and answer sheets maintained by the testing coordinator?	No	No one was aware they were to inventory the answer sheets but will do so in the future. They currently use a manual inventory along with a computerized inventory of the test books. They also use a check-out and check-in system of test books for accountability. It was suggested an inventory of the answer sheets be done by using a total number of answer sheets and use a negative count for accountability in the future.
20.	Is the Test of Adult Basic Education binder current and up-to-date with memos, purchase orders and instructions?	No	There was no binder that contained the various memos and documentation used for clarification, accountability and procedures for the Test of Adult Basic Education testing. However, the Testing Coordinator did have the help binders that were issued, along with some of the documentation in file folders.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

21.	Is the Test of Adult Basic Education locator test being used when needed to determine which level-appropriate Test of Adult Basic Education test to administer?	No	The Test of Adult Basic Education locator test is available but is not used by any of the staff. They use a one page questionnaire they have developed instead of the Test of Adult Basic Education Locator test to determine the appropriate test level to be administered. They feel it saves time and gives a good indication of the appropriate test level.
22.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Teacher-Test of Adult Basic Education Testing</div> Are teachers testing within ten days of the student's initial entry into the classroom, as well as quarterly testing based on the Test of Adult Basic Education matrix?	No	All students are not being tested within ten days of the student's initial entry into the classroom, the quarterly testing, as well, is not based on the Test of Adult Basic Education matrix.
23.	Are the Test of Adult Basic Education tests administered according to the testing matrix?	No	All the Test of Adult Basic Education tests are not administered according to the testing matrix. One example is the RJD School Program Assessment Report for the 2008 second Testing Quarter indicates that only 4.0 percent of pre tested students were post tested.
24.	Is the Test of Adult Basic Education locator being used, when needed, to determine which level-appropriate Test of Adult Basic Education test to administer?	No	There was no evidence that the Test of Adult Basic Education locator test is being used, when needed, to determine which level-appropriate Test of Adult Basic Education test to administer in any of the classrooms.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

25.	Are teachers using Test of Adult Basic Education pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates?	Yes	It is recommended that the Academic and Vocational Vice-Principals continuously monitor teachers to ensure students are informed of the test results since items missed are to be remediated and the post test results should indicate gains once the subject matter is mastered by the student.
26.	Are teachers using the Test of Adult Basic Education pre-post diagnostic subtest test results as a diagnostic tool for individualized instruction and troubleshooting Test of Adult Basic Education score losses in their classes?	Yes	
27.	Are current Test of Adult Basic Education subtests placed in student's classroom file?	Yes	
28.	<div style="border: 1px solid black; padding: 2px;">Alternative Education Delivery Models:</div> <p>Are Alternative Education Delivery Model Open Line schedules with dates and times posted in public areas for inmate access to educational services during off work hours?</p>	Yes-	There are no open lines as approved through the California Peace Officers Association Alternative Education Delivery Model Agreement. All Alternative Education Delivery Model students are scheduled by appointment (ducatd) to a classroom. The students are scheduled by appointment (ducatd) in accordance with a posted schedule that allows participation by all inmates within the program areas.
29.	Is the Television Specialist and Distance Learning Study Teacher developing a Distance Learning Study Channel schedule of courses, with dates and times, posted in public areas for inmates to review and complete their assignments?	No	The Television Specialist reported to work on Monday, September 22, 2008. The TV Specialist is planning to address and implement all requirements in accordance to his duty statement and Alternative Education Delivery Models requirements. It is recommended that the Television Specialist be allowed to retain his current work space/office.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

30.	Does the Television Specialist plan, supplement and implement electronic educational coursework with the Distance Learning teacher, utilizing Transforming Lives Network and airing educational programs, such as Kentucky Educational TV General Education Development series on a weekly basis?	No	The Television Specialist reported to work on Monday, September 22, 2008. The TV Specialist is planning to address and implement all requirements in accordance to his duty statement and Alternative Education Delivery Models requirements. It is recommended that the Television Specialist be allowed to retain his current work space/office.
31.	Are teachers awarding inmates certificates for achievement/completion in Alternative Education Delivery Model programs?	No	Certificates of Achievement are being issued, but not in accordance with Office of Correctional Education policy. Copies of the certificate policy memos will be passed out to all teachers.
32.	Do all of the Education/Independent Study (half-time) classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	NA	Education/Independent Study programs are not required under the Alternate Education Delivery Model local Correctional Peace Officers Association agreement.
33.	Do all of the Education/Work Program (half-time) classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	NA	Education/Independent Study programs are not required under the Alternate Education Delivery Model local Correctional Peace Officers Association agreement.
34.	Do all of the Distance Learning classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	Yes	All teachers have, at least, prepared binders with the required materials.
35.	Do all of the Independent Study classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	Yes	All teachers have, at least, prepared binders with the required materials.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

36.	<ul style="list-style-type: none"> Are teachers testing inmates within ten days of being enrolled or assigned to an Alternative Education Delivery Model program? Are the inmates' Test of Adult Basic Education subtest results analyzed by the teacher for appropriate Alternative Education Delivery Model lesson/class placement? 	No	The Alternative Education Delivery Model Independent Study Teachers have just begun Test of Adult Basic Education testing (full battery) the GED/HSD students. They will continue to follow the Office of Correctional Education policy as the testing requirements are for Alternative Education Delivery Model teachers with a 120 student quota.
37.	<ul style="list-style-type: none"> Is the Alternative Education Delivery Model current enrolled/assigned inmate roster consistently kept updated? Is it given to the Vice-Principal and Principal on at least a weekly basis? 	Yes	Teachers indicated that the rosters are given to the Vice-Principal and Principal on at least a weekly basis. However, there is no tracking mechanism required to monitor receipt of those rosters by the Vice-Principals and Principal. It is recommended that a tracking system be put in place to ensure that rosters are being received by the Vice-Principals and Principal.
38.	Are students' gains being recorded and tracked?	Yes	
39.	<div style="border: 1px solid black; padding: 2px;">Gender Responsive Strategies:</div> <p>Do all of the academic life skills classes have current course outlines that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum, i.e.? Women's Conflict and Anger Lifelong Management (Feb. 2007), Women's Health (July 2007), Women's Parenting (January 2008) Women's Victims (July 2008)?</p>	NA	
40.	Do all of the academic life skills classes have current lesson plans that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum?	NA	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

41.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">ESTELLE and Behavior Modification Unit programs:</div> <p>Is there an effective system in place to track monthly attendance, reporting, and evaluation of assigned inmates, their performance; and participation that allows a clear over-all rating of progress of each student in the Behavior Modification Unit/ESTELLE program?</p>	NA	
42.	<p>Is there a tracking and evaluation process to determine inmate progress on the Behavior Modification Unit curriculum competencies including Conflict and Anger Lifelong Management and is documentation provided to the Unit Classification Committee every 30 days detailing how the inmates assigned to the Behavior Modification Unit program are performing?</p>	NA	
43.	<ul style="list-style-type: none"> • Do ESTELLE students have access to computers as required in the framework of the program for training? • Does the teacher have Test of Adult Basic Education scores on all of the students in the program? 	NA	
44.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">COMPAS – Risk and Needs Assessment:</div> <p>Are assessment teachers conducting assessments on eligible inmates as defined by the current COMPAS Operations Manual?</p>	Yes	The COMPAS teachers have a good working relationship with Central Record's personnel and are able to review the files of eligible inmates and start the assessment process in a more timely and efficient manner.
45.	<p>Does assessment staff utilize the current standardized COMPAS Tracking Form?</p>	Yes	
46.	<p>Are the COMPAS questionnaires shredded daily in accordance with the confidential document procedure?</p>	Yes	The questionnaires are given to the Assessment Office Assistant who shreds them daily. There is a shredder in their location.
47.	<p>Are assessment interviews conducted in a semi-private environment?</p>	Yes	They are able to use day room tables, counselor's area, etc. in a semi-private environment

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

48.	Is appropriate assistance provided to inmates during participation in the COMPAS assessment interview in accordance with departmental policies regarding Effective Communication, the Clark Remedial Plan, and Armstrong mandates?	Yes	They verify that the inmate can understand and if not they seek appropriate assistance.
49.	<div style="border: 1px solid black; padding: 2px;">Security and Order:</div> <p>Are personal alarms issued to teachers and do they wear whistles and the personal alarms on their person?</p>	Yes	
50.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	Yes	
51.	<div style="border: 1px solid black; padding: 2px;">Pre-Release</div> <p>Does the Pre-Release curriculum contain Life Skills; Communication Skills; Attitude and Self-Esteem; Money Management; Community Resources; Job Application Training; Department of Motor Vehicles Practice Test; and Parole Services?</p>	NA	The Institution, with Office of Correctional Education approval, closed the Pre-Release Program due to the inability to fill the program on a voluntary basis.
52.	Do all of the Pre Release lesson plans contain the objective, handouts, and methods for student evaluation?	NA	The Institution, with Office of Correctional Education approval, closed the Pre-Release Program due to the inability to fill the program on a voluntary basis.
53.	Is the Pre-Release teacher receiving appropriate institutional and Parole and Community Services Division (P&CSD) staff support?	NA	The Institution, with Office of Correctional Education approval, closed the Pre-Release Program due to the inability to fill the program on a voluntary basis.
54.	Is the Pre-Release curriculum recording system in-use, accurate, and current and are copies of monthly records maintained?	NA	The Institution, with Office of Correctional Education approval, closed the Pre-Release Program due to the inability to fill the program on a voluntary basis.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

55.	Does the Pre-Release instructor use a variety of teaching methodologies and allow for differentiation of instruction to meet individual learners' needs?	NA	The Institution, with Office of Correctional Education approval, closed the Pre-Release Program due to the inability to fill the program on a voluntary basis.
56.	Is the Pre-Release class a full-time program (four days/8.5 hours or five days/6.5 hours)? If no, is there an exemption on file?	NA	The Institution, with Office of Correctional Education approval, closed the Pre-Release Program due to the inability to fill the program on a voluntary basis.
57.	Are all of CDCR Form 128Es (that are used to record all education participation including course completions) and classroom records current and accurate and reflect a full-quota student enrollment?	NA	The Institution, with Office of Correctional Education approval, closed the Pre-Release Program due to the inability to fill the program on a voluntary basis.
58.	Does the Pre-release Teacher use the Framework for Breaking Barriers?	NA	The Institution, with Office of Correctional Education approval, closed the Pre-Release Program due to the inability to fill the program on a voluntary basis.
59.	Does the Pre-release teacher provide the Office of Correctional Education with monthly Pre-release Program reports on time and maintain copies of those monthly Pre-release program reports?	NA	The Institution, with Office of Correctional Education approval, closed the Pre-Release Program due to the inability to fill the program on a voluntary basis.
60.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> Recidivism Reduction Strategies Enhanced Outpatient Program: </div> Is the Enhanced Outpatient Program Teacher a participating member of the Interdisciplinary Treatment Team meetings?	Yes	
61.	Is there a current roster of Enhanced Outpatient Program inmates determined eligible by Interdisciplinary Treatment Team and the Enhanced Outpatient Program teacher to receive education services?	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

62.	Is the required student assessment for development of the Individualized Treatment and Education Plan completed in accordance with the Enhanced Outpatient Program assessment guidelines timelines?	Yes	
63.	Is there documentation of the education services provided to Enhanced Outpatient Program inmates?	Yes	
64.	<div style="border: 1px solid black; padding: 2px;">Transforming Lives Network Program:</div> <p>Are alternate modalities available for use within the housing units for the Distance Learning program? For example, video, Transforming Lives Network, institutional television, visual worksheets, etc.?</p>	No	The Education Department has an Education Channel that provides alternative educational programming. However, the Transforming Lives Network has been broadcast sporadically due to Satellite Dish problems. Transforming Lives Network enrollment has not been an Education Department priority. The Television Specialist will work closely with the Distance Learning teachers to improve the delivery of educational services using audio-visual delivery systems including video production using teachers for lesson presentations.
65.	Is the television specialist recording Transforming Lives Network broadcasting and archiving copies for re-broadcast and individual teacher access?	No	The Television Specialist reported to work on Monday, September 22, 2008.
66.	Is the television specialist setting up a broadcast schedule for the school and distributing that schedule to the school faculty?	No	The Television Specialist reported to work on Monday, September 22, 2008.
67.	Are school faculty members given the opportunity to provide input into the broadcast schedule?	No	The Television Specialist reported to work on Monday, September 22, 2008.
68.	<div style="border: 1px solid black; padding: 2px;">Recreation/Physical Education:</div> <p>Is there a current and comprehensive activity schedule for the Recreation and/or Physical Education Program?</p>	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

69.	Does the Physical Education teacher follow the CDCR approved selection process for movies?	Yes	
70.	Does the Physical Education teacher have sign-up sheets, team rosters, or other evidence of inmate participation in sports and health education activities?	Yes	
71.	Is CDCR-approved State frameworks curriculum being used and are course outlines present?	Yes	
72.	Are health education, physical fitness training and recreational activities being provided to the Special Needs populations?	Yes	It is recommended that the Healthful Living curriculum presentations be increased. Proof of practice will be required to support that the number of Healthful Living curriculum presentations have increased at the six month follow-up review.
73.	Does the Physical Education teacher have a system in place to ensure accountability for state property including sports equipment, clothing and supplies?	Yes	
74.	Are there sufficient supplies, such as board games and sports equipment, to ensure a viable Physical Education program?	Yes	
75.	Are time-keeping records (CDCR Form 1697) on inmates assigned to work for the Physical Education teacher being kept?	Yes	
76.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> Recidivism Reduction Strategies (Physical Education): </div> Are health education, physical fitness training and recreational activities being provided to the geriatric population (age 55 and over)?	Yes	It is recommended that the Healthful Living curriculum presentations be increased. Proof of practice will be required to support that the number of Healthful Living curriculum presentations have increased at the six month follow-up review.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

77.	Have the funds for the Recidivism Reduction Strategies funds for the geriatric population been expended for the geriatric population?	Yes	The Physical Education Teacher must continue tracking purchases and use of those purchased goods as soon as the fiscal years 2008-009 education Recidivism Reduction Strategies funds are allocated.
-----	---	------------	--

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

NO	INSTITUTION: RJD DATE: September 29-October 3, 2008 COMPLIANCE TEAM: Beverly Penland	Yes/No or N/A	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Student Job Description:</div> Are all of the inmate students' job descriptions accurate, complete, signed, and available?	Yes	
2.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Student Records/Achievements:</div> Do all of classroom files reflect Test of Adult Basic Education scores that are not over six months old for students under the CDCR Literacy Plan and Office of Correctional Education Test of Adult Basic Education testing criteria?	No	Most of the files had current scores. Some had no scores but indicated they would be testing in the near future. The student files also indicated that some students were in the class a month to three months without a full battery Test of Adult Basic Education score.
3.	Are all of the CDCR Form 128E chronological reports, classroom records and timekeeping documents, current, accurate, and secure?	Yes	
4.	Is the curriculum recording system in-use, accurate, and current?	Yes	
5.	Does the Permanent Class Record Card (CDCR Form 151) reflect the minimum student contact time of 6.5 hours x-time or 8.5 hours of x-time (on full days) for 4-10 programs?	Yes	
6.	Are elective credits in the designated vocational subject being issued to students and recorded on their transcript in the education file?	No	The teachers were not aware they could give elective credits to the students within their programs.
7.	Are Trade/Industry Certifications being issued and recorded to those students earning them?	No	The teachers that have not received training from the Office of Correctional Education for the National Center for Construction Education and Research are unable to issue industry certifications. The electronic program however, is active in providing C-Tech certification to student in his programs.
8.	Are Certificates of Completion or Achievement as appropriate being issued and recorded for those students earning them?	Yes	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

9.	<div style="border: 1px solid black; background-color: #e0e0e0; padding: 2px;">Instructional Expectations:</div> <p>Do all of the vocational education classes have course outlines that agree with the CDCR curriculum?</p>	Yes	
10.	Do all of the vocational education classes have lesson plans that agree with the CDCR curriculum?	Yes	Most of the teachers are new but still continuing to build additional lesson plans.
11.	Have the Literacy Implementation Plan sections (applicable to Vocational Education) been incorporated through a core set of literacy materials into the instructional plan and do lesson plans verify this?	Yes	
12.	Are Vocational Instructors conducting and documenting at least four hours of approved related formal classroom training each week for all inmate students?	Yes	
13.	Are all of the vocational programs that have a nationally recognized certification programs participating in that program?	No	The teachers with National Center for Construction Education and Research programs have not received training from the Office of Correctional Education and are unable to issue National Center for Construction Education and Research certifications. The electronic program however, is active in providing C-Tech certification to qualifying students in his programs.
14.	<div style="border: 1px solid black; background-color: #e0e0e0; padding: 2px;">Recidivism Reduction Strategies:</div> <p>Are the Recidivism Reduction Strategies programs issuing trade certifications and/or National Center for Construction Education and Research certifications?</p>	N/A	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

15.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> National Center for Construction Education and Research: </div> <p>Are all the National Center for Construction Education and Research accreditation guidelines for Standardized Training being used?</p>	No	The teachers with National Center for Construction Education and Research programs have not received training from the Office of Correctional Education and are unable to issue National Center for Construction Education and Research certifications. The teachers, however, are providing student training to the best of their ability without the benefits of receiving training in National Center for Construction Education and Research guidelines and the testing procedures, paperwork and documentation requirements.
16.	Are the Building Construction Trades using the Contren Learning Series text books as the primary classroom text book?	Yes	
17.	Do all of the National Center for Construction Education and Research instructors have the resources needed to effectively teach the related trades?	Yes	
18.	Are all of the building trade instructors currently National Center for Construction Education and Research Certified Instructors and have attended the Instructor Certification Training Program (ICTP)?	No	The Office of Correctional Education has not provided the teachers with National Center for Construction Education and Research training.
19.	Are all of the craft instructors maintaining and conducting record keeping as outlined in the National Center for Construction Education and Research Accreditation Guidelines?	No	The Office of Correctional Education has not provided the teachers with National Center for Construction Education and Research training and the teachers are not trained in the use of the National Center for Construction Education and Research guidelines

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

20.	Are all of the instructors maintaining the confidentiality and maintain restricted access to inmate social security numbers used on the National Center for Construction Education and Research Form 200's?	No	The Office of Correctional Education has not provided the teachers with National Center for Construction Education and Research training. The teachers are familiar with security and confidentiality in record keeping.
21.	Are all of the written National Center for Construction Education and Research tests, National Center for Construction Education and Research test CD-ROMs and National Center for Construction Education and Research answer keys maintained in a secure locked location with an inventory of the tests on hand?	Yes	The computer and the software are secured and ready to be utilized as soon as the teachers receive training.
22.	Are all of the students evaluated based on a 70% minimum passing score on National Center for Construction Education and Research written examinations?	No	The Office of Correctional Education has not provided the teachers with National Center for Construction Education and Research training. The teachers do not have use of the National Center for Construction Education and Research test generator until they have been trained in National Center for Construction Education and Research procedures and requirements.
23.	Are those students that fail a National Center for Construction Education and Research written test or practical exam required to wait a minimum of 48 hours prior to being retested?	No	The Office of Correctional Education has not provided the teachers with National Center for Construction Education and Research training and the teachers are not using National Center for Construction Education and Research test materials.
24.	Are 90% or more of the students completing the first six National Center for Construction Education and Research CORE Modules prior to starting the Level 1 for the trade?	Yes	The teacher is having the students work on the core modules which are aligned with the CDCR curriculum.

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

25.	Are all National Center for Construction Education and Research performance evaluations conducted for each module and a record of the Performance Profile Sheet maintained?	No	The teachers have not received training from the Office of Correctional Education on the procedures and documentation required for National Center for Construction Education and Research certification.
26.	Upon successful completion of the National Center for Construction Education and Research written and performance evaluation, is the instructor documenting and submitting the Form 200 to the Unit Training Representative (UTR) for signature and forwarding to Office of Correctional Education within 60 days?	No	The Office of Correctional Education has not provided the teachers with National Center for Construction Education and Research training. The teachers require training and certification before they may submit documentation to National Center for Construction Education and Research.
27.	Are all of the instructors accepting National Center for Construction Education and Research Modules and Completion Certifications issued prior to students being assigned to the vocational class?	Yes	
28.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Test of Adult Basic Education Testing</div> Are teachers testing within ten days of the student's initial entry into the classroom, as well as quarterly testing based on the Test of Adult Basic Education matrix?	No	The teachers are just now beginning to test their students and have been notified that the incoming students are to be tested within 10 working days of initial arrival in class. In the past the testing staff had tested all the inmates and some students did not receive the full battery test until several months after assignment.
29.	Are the Test of Adult Basic Education tests administered according to the testing matrix?	No	The teachers were aware of a Test of Adult Basic Education test matrix but not totally clear when testing should occur. All the Test of Adult Basic Education testing in the past was conducted by the testing staff.

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

30.	Is the Test of Adult Basic Education locator being used, when needed, to determine which level appropriate Test of Adult Basic Education test to administer?	No	The teachers were not familiar with the Test of Adult Basic Education locator test. In the past the testing staff has tested their students.
31.	Are teachers using Test of Adult Basic Education pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates?	Yes	
32.	Are teachers using the Test of Adult Basic Education test results as a diagnostic tool for individualized instruction and trouble shooting Test of Adult Basic Education score losses in their classes?	Yes	
33.	Are current Test of Adult Basic Education subtests placed in student's file?	Yes	All the teachers had copies of the Test of Adult Basic Education subtest in the student file.
34.	<div style="border: 1px solid black; padding: 2px;">Gender Responsive Strategies:</div> Do all or more of the Gender Responsive Strategies (GRS) vocational classes have current course outlines that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum, i.e. Cosmetology, Mill & Cabinet, Cable Technician, etc.?	N/A	
35.	Do all or more of the vocational classes have current lesson plans that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum?	N/A	
36.	<div style="border: 1px solid black; padding: 2px;">Security and Order:</div> Are personal alarms issued by institution to instructors and do they wear a whistle and the personal alarms on their person?	Yes	
37.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	Yes	
38.	Is there an Inmate Safety Committee that conducts and records weekly safety inspections?	Yes	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

39.	Is at least one hour per month of safety meetings being held and documented?	Yes	
40.	<div>Trade Advisory Committee:</div> <p>Does the instructor have a documented Trade Advisory Committee that meets at least quarterly?</p>	No	There were no records of any Trade Advisory Committee meetings held. The teachers are recent hires and are working on recruiting Trade Advisory Committee members. Due to contract issues the teachers are unable to visit or attend Trade Advisory Committee meetings during student contact time as there is no relief coverage. Additionally, none of the teachers have an outside phone line to contact current or future Trade Advisory Committee members.
41.	<div>Job Market Analysis:</div> <p>Is a current Employment Development Department Job Market Analysis and/or institutional Job Market Survey on file?</p>	Yes	All the teachers had a current copy of a job market survey and share the job outlook with their students.
42.	<div>Apprenticeship:</div> <p>Is there an active Apprenticeship Training Program?</p>	N/A	
43.	If there is an active Apprenticeship Training Program, do inmates meet apprenticeship requirements and receive pay?	N/A	
44.	Does the instructor have a documented active Joint Apprenticeship Committee that meets at least quarterly within the institution?	N/A	
45.	<div>Employee and Community Services Programs.</div> <p>If vocational education programs are participating in Employee Services Programs, are they meeting Department Operation Manual and Penal Code requirements?</p>	N/A	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

46.	If vocational education programs are participating in community service projects, are they meeting Department Operation Manual requirements?	N/A	
-----	--	-----	--

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

NO.	INSTITUTION: RJD DATE: September 29-October 3, 2008 COMPLIANCE TEAM: Pat Osbey	Yes/No or N/A	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px;">Library Staffing:</div> <ul style="list-style-type: none"> Does the Principal, Academic Vice-Principal, or Vocational Vice-Principal supervise the library staff? Does the Senior Librarian implement/plan the library program? 	Yes	The Academic Vice-Principal supervises the library staff.
2.	<div style="border: 1px solid black; padding: 2px;">Department Operations Manual and Department Operations Manual Supplement:</div> <ul style="list-style-type: none"> Is the current Department Operations Manual, Section 53060 available in the main libraries and satellite libraries? Is there a Department Operations Manual library supplement that is brief, and contains no new policies and/or regulations unless they are court-ordered and does the Department Operations Manual supplement reflect the current, actual local library program? 	Yes	There is one Central Library and six satellite libraries. Each library has a current Department Operations Manual section 53060 and Department Operations Manual library supplement that reflects the actual library program.
3.	<div style="border: 1px solid black; padding: 2px;">General Population (GP) Access Hours:</div> <ul style="list-style-type: none"> Are library hours of operation posted where General Population inmates can see them, and do General Population inmates have access to the library during off work hours? Do General Population inmates have regular access to non-legal library services? 	Yes	Hours of operation are posted in each library. General Population inmates who attend Facility I and Central Libraries have evening and Saturday hours available. General recreational reading materials are provided to reception center housing units.
4.	<div style="border: 1px solid black; padding: 2px;">General Population/Law Library Documentation:</div> <ul style="list-style-type: none"> Is there documentation of General Population inmates' access to law library for a minimum of two hours within seven calendar days of their request for legal use? Is there a list showing inmates who request legal access, and those who received access? 	Yes	Inmates are required to sign in and out when they attend the law library. These sheets document who received legal access.

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

5.	Restricted Housing Status Inmate Access: <ul style="list-style-type: none"> • If there are Restricted Housing inmates in the institution, is there a Department Operations Manual supplement relating to their use of the library? • Is there a method for Restricted Housing inmates to request physical access to the law library which includes a list showing Restricted Housing inmates requests for access and inmates who actually used the library and is access granted for a minimum of one two-hour block of time if needed by the inmate, within seven calendar days of a request? 	Yes	Administrative Segregation Unit inmates request to use the library security booths and are escorted to the Facility II library.
6.	Restricted Housing Status Non-Legal Library Services: Do Restricted Housing inmates receive general library services?	Yes	Books and periodicals are distributed to the restricted housing units on a quarterly basis.
7.	Library Expenditures: <ul style="list-style-type: none"> • Are library funds spent for magazines/newspaper subscriptions, fiction and nonfiction books, supplies, processing, repair, and interlibrary loan fees? • If other items are purchased, are they for library use? 	Yes	
8.	Inmate Welfare Funds (IWF) Expenditure: Are Inmate Welfare Funds used to purchase newspapers, magazines, and paperback fiction books, etc.?	Yes	
9.	Law Library Expenditure: <ul style="list-style-type: none"> • Does the Senior Librarian understand the process associated with receiving the mandated law discs/books through the warehouse or mail room? • Are the Stock Received Reports completed and submitted to the Regional Accounting Office? 	Yes	The Senior Librarian fully understands the process and she generates the Stock Received Reports and submits them to Regional Accounting.

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

10.	<ul style="list-style-type: none"> Are all received mandated law books and discs made available to inmates in a timely manner? Are the discs timely loaded on the Law Library Electronic Data System computer? Are the law books shelved promptly? 	Yes	As soon as law materials are received, they are processed and made available to the inmates.
11.	<ul style="list-style-type: none"> Are law library discs checked in by the Associate Information Specialist Analyst? If not, who checks them? 	No	The Senior Librarian receives the discs.
12.	Does the librarian know what steps to take if a mandated law library book or disc is not received when it should be?	Yes	
13.	<div style="border: 1px solid black; padding: 2px;">Library Book Stock - Quality, Part I:</div> <ul style="list-style-type: none"> Within the entire institution's libraries, is there at least one encyclopedia with a copyright date within the last five years and one unabridged dictionary (no older than five years)? Does the library program have at least three directories relevant to the questions asked by the population served? 	Yes	All seven libraries have the required encyclopedias, dictionaries and directories.
14.	<div style="border: 1px solid black; padding: 2px;">Library Book Stock - Quality, Part II:</div> <p>Does each library in the institution have a current world almanac, an atlas that is no more than three years old, an English language dictionary that is no more than five years old, and a Spanish and English dictionary that is no more than ten years old?</p>	No	The current World Almanacs have been ordered for each library, but have not been received yet.
15.	<div style="border: 1px solid black; padding: 2px;">Library Book Stock - Quality, Part III:</div> <ul style="list-style-type: none"> Does each library regularly inspect the physical condition of their books? Does the library program have a book repair procedure? 	Yes	Books that need repair are usually taken to the Central Library.

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

16.	Library Book Stock - Quality, Educational Support, Literacy, Multi-Ethnicity: Does each library in the institution have at least one textbook and two supplemental titles which have copyright dates not more than ten years old representing each vocational and academic program in the institution, a minimum of 100 titles representing high interest/low level reading books, a minimum of 250 multi-ethnic titles, including but not limited to Black American, Asian-American, Hispanic-American (including Spanish language) and Native American materials?	Yes	Books complimenting academic and vocational programs are housed in the yard where the classes are taught. (e.g., Facility I has books supporting Adult Basic Education 1 and 2, Bridging and Independent Studies.)
17.	Library Book Stock - User Orientation: <ul style="list-style-type: none"> Are book collections designed to meet the needs and interests of the inmate population served? Does the librarian regularly meet with an inmate library advisory group, and does the library maintain a suggestion box? 	Yes	Librarians invite input from inmates via suggestion boxes. In addition, inmates have access to Books in Print and request books not available in their library.
18.	Library Book Stock - Quantity: (Department Operations Manual Book Aug) <ul style="list-style-type: none"> Does the current library collection contain the number of fiction and nonfiction books mandated by CDCR? Does this include any new books purchased through Recidivism Reduction Strategies (RRS) funding? 	Yes	Leisure reading materials are located in satellite libraries only (Facilities I, III and V.)
19.	Have all books purchased through the Recidivism Reduction Strategies funds been received, shelved, and inmate use tracked?	No	Inmate use of books purchased through Recidivism Reduction Strategies funds is not tracked.
20.	Book Access: <ul style="list-style-type: none"> Is there a card catalog or equivalent system that inmates can use to find a book by title, author, or subject matter? Can inmates request books that are not in the library collection? 	Yes	There is no card catalog available in any of the libraries, however, inmates can use Books in Print to request books they want. Interlibrary loan service is available from the SERRA system.

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

21.	Circulation: Is there an adequate library book checkout system in place and an adequate overdue system in use?	Yes	Facilities I, III and V use a manual checkout system.
22.	Mandated Law Library/California Code of Regulations, Department Operations Manual <ul style="list-style-type: none"> Are the Gilmore v. Lynch mandated law books up to date? Does the library collection have the most current California Code of Regulations/Title 15 in English and Spanish? Is there a method of displaying proposed and actual revisions of California Code of Regulations/Title 15 for the inmate population, and does each library have a complete up-to-date Department Operations Manual? Are all the Law Library Electronic Data System computers up-to-date and operating in each library? 	Yes	Revisions of California Code of Regulations Title 15 are displayed on bulletin boards and binders. Each library has an up-to-date Department Operations Manual and all Legal Library Electronic Data Systems are operating but not up-to-date.
23.	Law Library - American Disability Act (ADA): Are American Disability Act mandatory postings present in the library?	Yes	
24.	Circulating Law Library: Is a procedure for accessing the Circulating Law Library in place?	No	There is no circulating law library due to the non-renewal of the contract.
25.	Court Deadlines: Are court deadlines verified, and is there documentation that inmates with established court deadlines have priority access to the library?	Yes	Court deadlines are verified by the librarian and documented in a database on the computer. Priority access is granted for no more than 30 days.
26.	Law Library Forms and Supplies: Do inmates have access to court required forms; are required legal supplies adequate and available; are procedures to distribute forms and supplies appropriate; and do all law libraries follow the same law library procedures?	Yes	There is a list of court required forms and supplies are available (e.g., pleading paper, pens, pencils.)

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

27.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">General Library Forms and Supplies:</div> <p>Are adequate supplies available to process library materials, and are there standardized forms for library procedures that are used by all the libraries in the institution?</p>	Yes	
28.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Inmate Clerk Training:</div> <ul style="list-style-type: none"> • Do inmate library/law library clerks receive documented training? Are training records maintained for each inmate employee? • Do inmate clerks receive training on a regular basis in law library and general library processes? 	Yes	Inmates view videos and use various other training tools. Records are maintained in inmate folders.
29.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Security and Order:</div> <ul style="list-style-type: none"> • Are personal alarms issued by institution to library staff; does library staff wear a whistle and the issued personal alarms? • Are exits clearly marked and evacuation plans posted in accordance with the institution's emergency evacuation plan? 	Yes	

COMMENTS:

The librarians and Library Technical Assistants provide exemplary library service to the inmate population. The limited space (seating, shelving, office) and staffing has been very efficiently utilized. It is recommended that a catalog of available material be printed and distributed in each library, especially for the Restricted Housing Units. This will allow the Restricted Housing Unit inmates to be able to consult the catalog in lieu of visiting the library, giving them more access to library services. In addition, it is recommended that the hours of service to the General Population inmates be increased to include evenings and weekends in the Facility III library.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

	INSTITUTION: RJD DATE: September 29-October 3, 2008 COMPLIANCE TEAM: Mark Lechich	Yes/No or NA	COMMENTS
1.	Duty Statement/Job Description/Credentials – Literacy Learning Lab Do you have a current duty statement on file (within one year)?	Yes	Mr. Macfie is the new Literacy Learning Lab teacher.
2.	Do you have a valid credential on file?	Yes	Valid credential with teacher and in the Education Office.
3.	Security/Order – Literacy Learning Lab Are personal alarms issued by the institution to teaching staff and worn?	Yes	Mr. Macfie also has a whistle.
4.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	Yes	Exit sign is above the door with the evacuation plans on the right side of the door.
5.	Supervisory/Support – Literacy Learning Lab Do you receive support from your supervisor and other educational staff?	Yes	Good support from Ms. Balakian, Academic Vice-Principal.
6.	Does the Vice-Principal visit/observe your class? Does the Principal visit/observe your class? Do you maintain a sign-in log?	Yes	The Academic Vice-Principal visits occasionally. During the past year and a half Mr. Clardy has visited twice. Only a few visitors recorded.
7.	Inmate Enrollment – Literacy Learning Lab Do you maintain a minimum enrollment of 27 students?	Yes	Pull-out program serving 45 students per day. Students are educated to class. 100 students per week.
8.	Do students receive direct/group instruction?	Yes	When needed, students will receive direct/group instruction by the Mr. Macfie.
9.	Is the Literacy Learning Lab a "self contained" program?	No	No, it is a pull-out/voluntary program

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

10.	<div> Student Records/Testing Achievements – Literacy Learning Lab </div> Do you verify non-General Education Development or non-High School graduation of the student?	Yes	Teacher checks with GED examiner.
11.	Do you start a student record file upon the student entering the Literacy Learning Lab program?	Yes	Mr. Macfie begins the student file immediately when the student enters the Literacy Learning Lab.
12.	Does each student have a current Test of Adult Basic Education score? <i>If not, do you refer the student for testing?</i>	Yes	Test of Adult Basic Education and Comprehensive Adult Student Assessment System scores current. If student's Test of Adult Basic Education score is not current Mr. Macfie will test the student.
13.	Do you assess student's basic skill level? <i>Describe</i>	Yes	Teacher interviews student's for appropriate placement into the software.
14.	Are at least 90% of the CDCR Form 128E chronological reports, classroom records and accountability documents current, accurate and secured?	Yes	All student files are current, accurate, and secured in locked cabinet in assigned teacher's classroom.
15.	Are the Student Files current (incl. Test of Adult Basic Education scores and any other assessment scores)? <i>Review</i>	Yes	All scores are current.
16.	Is there a current Student Job Description on file?	No	The Federal Education Grievance Procedure forms are not included in Student Job Description. Memo dated June 23, 2006.
17.	<div> Instructional Expectations – Literacy Learning Lab </div> Do you use the approved CDCR Competency Based Adult Basic Education curriculum?	Yes	Incorporated in group work and packets.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

18.	Are differentiated instructional methods used? Describe	Yes	Group and peer learning.
19.	Do students track their own progress?	Yes	Students receive assignment work weekly and they track their PLATO progress from the software.
20.	Do the students receive computer orientation? Is there continuous training? Describe	Yes	The teacher and clerks do the orientation and on going training, if needed, with each new student.
21.	Do you maintain course outlines and lesson plans? Review files	Yes	Outstanding outlines and lesson plans daily and weekly. Competencies are checked off.
22.	Do you use alternative assessment instruments (besides the required Test of Adult Basic Education), to determine a student's instructional plan? Describe	Yes	Comprehensive Adult Student Assessment System and Reading Plus program.
23.	Do students spend an average of six months of instructional time enrolled in the program?	No	Students stay on the average of four to six months.
24.	<div style="border: 1px solid black; padding: 2px;">Other Services – Literacy Learning Lab</div> Do you refer students to other services, i.e. medical? Describe the process	Yes	Teacher would contact medical and Correctional Officer only if necessary.
25.	Do you provide the students career-related information?	Yes	Job related activities, goal setting and other life skills such as the PLATO software.
26.	Do you have student aides? If so, how many and how are they used?	Yes	Student Aide, Clerk and a Porter. They provide tutoring and clerical support for the Literacy Learning Lab.
27.	<div style="border: 1px solid black; padding: 2px;">Training – Literacy Learning Lab</div> Have you participated in conferences, workshops and seminars from July 1, 2007–December 31, 2008? If so, provide a list.	No	Mr. Macfie is new to the Literacy Learning Lab.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

28.	Expenses – Literacy Learning Lab Are spending levels appropriate for material purchases and training to support program needs?	Yes	Mr. Macfie is satisfied with the spending levels. The Literacy Learning Lab needs headphones for the computers.
29.	Equipment – Literacy Learning Lab Do you maintain a complete and current inventory of equipment? Is equipment tagged with a Workforce Investment Act property tag? Conduct an inventory	Yes	This Literacy Learning Lab has new computers. PLATO has opened the upgrades. The Workforce Investment Act Inventory is complete.
30.	Is your software appropriately maintained by PLATO's technical field staff?	Yes	RJD is happy with the upgraded PLATO software. The Reading Horizon software is not installed. *Students are really excited with the Reading Plus software.
31.	Do you register all new software purchases with the Associate Information Systems Analyst?	Yes	The AISA is aware of all software used in Literacy Learning Lab.
32.	Committees/Meetings – Literacy Learning Lab How often do you meet with the referral teacher for consultation on a student?	N/A	
33.	Comprehensive Adult Student Assessment System/TOPSPRO Management Information System (MIS) Coordinator Have you been trained in the area of California Accountability and the TOPSPRO Management Information System to appropriately perform your duties as a Comprehensive Adult Student Assessment System Coordinator? When was the date of the last training? Dates of last trainings	Yes	Ms. Dudley attended the 2008 Comprehensive Adult Student Assessment System Summer Institute. She attended the TOPSPRO Basic and TOPSPRO Special sessions.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

34.	Do you have an adequate amount of Comprehensive Adult Student Assessment System testing materials to implement Comprehensive Adult Student Assessment System? <i>Explain the Comprehensive Adult Student Assessment System testing procedures at your institution.</i>	Yes	RJD has an adequate amount of testing materials. Sign-out and Sign-in sheet is used to track test booklets on Yard 4. Comprehensive Adult Student Assessment System Coordinator is located in Yard 2.
35.	Are the Comprehensive Adult Student Assessment System testing materials appropriately inventoried and secured?	Yes	Locked in cabinet in secured Testing Office (Yard 4).
36.	Are you using the latest version of the TOPSpro Management Information System software?	Yes	TOPSpro version 5.0 Build 31.
37.	Is the hardware equipment (Scantron machine) and software (TOPSpro Management Information System) used to implement Comprehensive Adult Student Assessment System appropriately maintained?	Yes	RJD's scanner works well. The computer is in good shape.
38.	Do you provide each teacher with a Student Performance by Competency Report to assistance them in preparing lesson plans?	Yes	Competency Reports for Students and Class. Student Gains by Class Report.
39.	Do you know how to generate the California Payment Point Report? Can you generate a Preliminary Payment Point Report?	Yes	Ms. Dudley checks the report weekly. Assist Coordinator with data cleaning.
40.	Are the appropriate students receiving and completing the Core Performance Surveys? <i>Explain the process in place to ensure that students are receiving the surveys.</i>	Yes	If the ex-student is still at the institution the Comprehensive Adult Student Assessment System Coordinator locates student to complete survey and submit to the WIA Administrator.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

41.	Can you generate an up to date list of students that will be receiving the Core Performance Survey for the past quarter?	Yes	Fourth Quarter data showed "No Student Qualified". Comprehensive Adult Student Assessment System Coordinator would locate ex-student to have him fill out survey.
42.	Can you generate a Data Integrity site review?	Yes	Data Integrity Report is used for assisting Coordinator to locate errors in the data.
43.	Can you generate a Student Gains by Class Report? Can you produce five student Entry/Update records and Pre/Post Test records? (Check reports with Student Gains by Class Report and Student Lister. Dates, testing books, and scores should match between records)	Yes	This report is given to the teachers to account for the students learning gains. All records matched.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Incarcerated Youth Offender (IYO) Program

No.	INSTITUTION: RJD DATE: September 29-October 3, 2008 COMPLIANCE TEAM: Tom Posey	Yes/No or N/A	COMMENTS
1.	Does the Incarcerated Youth Offender Teacher have a copy of the current Incarcerated Youth Offender Grant?	Yes	on Disk
2.	Is there a signed Incarcerated Youth Offender Enrollment Agreement on file for each participant?	Yes	
3.	Is there evidence on file that each participant graduated from high school or passed the General Education Development exam?	YES	Yes
4.	Is there a Participant Demographic/ Biographic information sheet on file and, that his/her portfolio has been started?	Yes	Information is on an Individual Development Plan
5.	Does the Incarcerated Youth Offender Teacher use CAPS, COPS AND COPES to identify inmate job skills?	Yes	
6.	Are the results of CAPS, COPS AND COPES assessment on file?	Yes	
7.	Does the Incarcerated Youth Offender Teacher Identify inmate jobs indexed to skills?	Yes	
8.	Does the Incarcerated Youth Offender Teacher provide job counseling and job resumes for participants?	Yes	
9.	Does the Incarcerated Youth Offender Teacher provide academic and vocational training courses for participants?	Yes	
10.	Does the Incarcerated Youth Offender Teacher track success of Incarcerated Youth Offender participants after parole?	Yes	CCRC Provides follow-up.
11.	Does the Incarcerated Youth Offender Teacher provide services to prisons in surrounding areas?	N/A	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Incarcerated Youth Offender (IYO) Program

12.	Does the Incarcerated Youth Offender Teacher use the Internet, phone and fax to establish contact with Parolees?	Yes	Most contact with inmates after parole is done through CCRC.
13.	Does the Incarcerated Youth Offender Teacher meet at least once on a quarterly basis with active participants in Incarcerated Youth Offender?	Yes	
14.	Does the Incarcerated Youth Offender Teacher indicate in Incarcerated Youth Offender database why inmates have declined or dropped from the Incarcerated Youth Offender program?	Yes	
15.	Does the Incarcerated Youth Offender Teacher communicate and maintain rapport with Vocational and Academic teachers?	Yes	
16.	Does the Incarcerated Youth Offender Teacher prepare and submit reports to the Incarcerated Youth Offender Program Coordinator via memos and the Incarcerated Youth Offender database?	Yes	
17.	Does the Incarcerated Youth Offender Teacher attend training, Incarcerated Youth Offender quarterly meetings and pertinent conferences?	Yes	
18.	Does the Incarcerated Youth Offender Teacher maintain a hard file for each active/inactive or former participant and participant parolee?	Yes	
19.	Does the Incarcerated Youth Offender Teacher's hard copy file contain assessment information, enrollment and tuition agreements, evidence of General Education Development or high school completion, contact information and relevant chronological documentation?	Yes	
20.	Does the Incarcerated Youth Offender Teacher's hard file and database information are consistent and in agreement with each other?	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Incarcerated Youth Offender (IYO) Program

21.	Does the Incarcerated Youth Offender Teacher ensure that the inventory sheet is up to date; all equipment is clearly marked and identified with Incarcerated Youth Offender inventory tags?	Yes	
22.	Does the Incarcerated Youth Offender Teacher work with contracted vendors to help with the successful transition from prison to parole?	Yes	CCRC
23.	Does the Incarcerated Youth Offender Teacher check to ensure transfers from other Incarcerated Youth Offender institutions still meet eligibility requirements?	Yes	
24.	Does the Incarcerated Youth Offender Teacher ensure that only the Incarcerated Youth Offender Representative uses Incarcerated Youth Offender equipment?	Yes	
25.	Does the Incarcerated Youth Offender Teacher use Offender Based Information System to update the candidate pool on a monthly basis?	Yes	Gerald at HQ provides a monthly report to all Reps.
26.	Does the Incarcerated Youth Offender Teacher Issues trust withdrawals for any materials or equipment loaned to participants?	Yes	
27.	Does the Incarcerated Youth Offender Teacher maintain all information for each participant in the Incarcerated Youth Offender database and is it current and up to date to include, but not limited to, the following database fields (minimum fields to be completed)?	Yes	
a.	CDCR #;First and Last name	Yes	
b.	Earliest Possible Release Date; Date Of Birth	Yes	
c.	Date Enrolled in the Incarcerated Youth Offender program	Yes	
d.	Participant Notes if applicable	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Incarcerated Youth Offender (IYO) Program

e.	Program Exit Code if applicable	Yes	
f.	Program Exit Date if applicable	Yes	
g.	Parole Region, Unit and County if known	Yes	
h.	Training programs recorded as a separate record and corresponding tuition agreement in participant's file	Yes	
i.	Program Name; Entry Date; Completion Date; Early Exit Date and Reason (if applicable); notes on status of course/course completion, earned grade etc. in Training Placement record	Yes	
j.	Expense Date; Amount; Training Provider; Training Program; Participant Name; CDCR Number and applicable notes	Yes	
k.	Incarcerated and post incarcerated address noted and recorded as separate records in Location Info.	Yes	
l.	Uses DDPS disk to update Incarcerated Youth Offender database	Yes	Information is received from the education office every week.
m.	Has internet access; uses internet as resource for employment and other transitional information for participant	Yes	Access is located in facility 5.
n.	Sends and receives changes to Incarcerated Youth Offender database to Headquarters within 24 hours of receiving update disk from Headquarters.	Yes	